Safeguarding Policy
September 2025

Introduction
Rachel Clark Consulting (RCC) carries out activities which brings me into regular contact with children and young people. This can include providing tutoring in the child's home, in my home and within a school or setting environment. It can also include online tutoring, in which I provide tuition over the Internet. RCC takes its responsibilities to safeguard and protect the interests of all children very seriously. I am a qualified teacher with an up to date enhanced DBS check. I am self-employed and hold both public liability and professional indemnity insurance. I have up to date Level 3 Safeguarding training.

Purpose of this policy
To protect children and young people who receive services from Rachel Clark Consulting from harm. To recognise and understand my moral and statutory obligations to safeguard and promote the welfare of children with their best interests at the centre of my work.

Keeping children safe in education (September 2020) (KCSIE) defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Equality Statement
All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or gender identity, have a right to equal protection from all types of harm or abuse.

Legal considerations
RCC safeguarding arrangements should be read in conjunction with the following guidance:

- Keeping children safe in education (2022, 2023, 2024, 2025) (KCSIE)
- Working together to safeguard children (2018)
- The Safeguarding Policy of any school or institution in which I might be working
- The safeguarding response to children missing from education
- The role of the designated safeguarding lead (Annex B of KCSIE).

Rachel Clark Consulting will:

1. Follow local inter-agency procedures when required;

2. Be alert to signs of abuse and protect each child from any form of abuse, whether from an adult or another pupil;
3. Deal appropriately with every suspicion or complaint of abuse and support children who have been abused in accordance with his / her agreed child protection plan;
4. Design and operate procedures which, so far as possible, ensure that myself and others who are innocent are not prejudiced by false allegations e.g. always teach in an open space OR with the door open OR in a room with a door with a big window;
5. Be alert to the needs of children with physical and mental health conditions;
6. Operate robust and sensible health and safety procedures.
7. Assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
8. Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the local areas.

Application and Accessibility:
This Policy must be read, understood and agreed to by all my clients. It is available via my website and is available as a hard copy on request. It is emailed out to all new clients along with terms and conditions.

Training:
I receive regular enhanced safeguarding training every two years and do a Level 1 safeguarding refresher course at the start of every academic year. Training is always carried out by an accredited provider and certificates are available on request.

Planning:
All activities or assignments involving children are planned in advance to ensure they take into account the age range and ability of the participants. I carry out a risk assessment for any activities that involve cooking or physical activities e.g. jumping on the trampoline. In home tuition situations, parental consent is required for taking a child off premises e.g. a walk around the local area. Consent can be verbal or written.

Physical Contact:
On no account do I have any physical contact with a child unless it is to prevent accident or injury to themselves or anyone else (e.g. to prevent a fall), or in the case of medical assistance being needed (e.g. to administer first aid), or to provide nursing or other general care (e.g. help with putting on coat), in which case the prior consent of the child is requested where possible. Where appropriate, consent from parents or those with parental or caring responsibility is obtained. If a child is hurt or distressed, I do my best to comfort or reassure

them without compromising his/her dignity or doing anything to discredit the child's own behaviour. I will always inform the parent or guardian at the earliest possible time.

Adult presence:
If I am tutoring in a child's home, a parent or carer or other suitable adult e.g. a nanny must be present at all times. This is for the protection of myself as well as the child.

Communication:
Communication with children is vital in establishing relationships built on trust. Those working with children should listen to what they are saying and respond appropriately. Children are entitled to the same respect as any adult and I also make it clear to them what standards of behaviour and mutual respect are expected from them. Where a child that I am working with has communication difficulties, I will work with the parents/carers and teachers to ensure that I have the right tools to adapt information as appropriate.

Technology:
If I am tutoring online or delivering a parent session online I make it clear in advance how their online session is delivered, and the nature of the technology used. Videos must be switched on so that both myself and the other person can be seen during the session. Recording of sessions, both by clients or by myself is not permitted unless by prior consent.

Behaviour and Abuse:
Everyone who works with and around children and young people should aim to promote an environment of trust and understanding. Those working with children should not tolerate unsociable behaviour but should try to ensure good working relationships.

As part of my safeguarding code of practice I have a strict duty never to subject any child to any form of harm or abuse. This means that it is unacceptable, for example, to treat a child in any of the following ways:

- to cause distress by shouting or calling them derogatory names
- to slap
- to hold them in such a way that it causes pain, or to shake them
- to physically restrain them except to protect them from harming themselves or others
- to take part in horseplay or rough games
- to allow or engage in inappropriate touching of any kind

- to do things of a personal nature for the person that they can do for themselves (this includes changing clothing, or going to the toilet with them unless another adult is present)
- to allow or engage in sexually suggestive behaviour within a person's sight or hearing, or make suggestive remarks to or within earshot
- to give or show anything which could be construed as pornographic
- to seek or agree to meet them anywhere outside of the normal workplace without the full prior knowledge and agreement of the parent, guardian or carer.
- to engage with them online in an unacceptable manner.

It is illegal for an teacher/tutor to enter into a sexual relationship with a student, even if the student is over the age of consent (i.e. over 16).

Suspicions of Abuse:
If I believe that a child I am working with may be subject to abuse I must report my allegation immediately to the LADO (Local Authority Designated Officer). A child protection concern might arise via a direct or indirect disclosure, through a behavioural disclosure or through a non-verbal disclosure.

Recording a Child Protection Incident:
All Child Protection incidents must be recorded as soon as possible. It is essential to:

- Speak individually with all parties concerned unless to do so would place the child at greater risk of harm
- Write a record of all conversations - where possible using the child's own words
- Write up all telephone conversations with a written report to send to LADO/Child Protection Unit (at the local authority where the incident took place) who will deal with the allegation.

If I believe a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and / or the police immediately. If a crime is committed, this should be reported within one working day. Anyone can make a referral in these circumstances. There is also a legal duty to report to the police known cases of Female Genital Mutilation in under 18s.

Making a Referral:
Confirmation of any referrals made to the LADO/Child Protection Unit (at the local authority where the incident took place) and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, I will contact children's social care again. If after a referral the child's situation does

not appear to be improving, I will press for reconsideration to ensure their concerns are addressed and that the child's situation improves.

Where relevant, I will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. RCC will respond to requests for information from the police promptly and in any event within five to ten working days.

Dealing with allegations against teachers, the Headteacher, volunteers and other staff
Local authorities have designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (Designated Officer(s)). The Designated Officer(s) will be informed immediately and in any event within one working day of all such allegations that come to my attention.

Informing Parents and Schools:
Parents and schools where I work, will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when I will need to consult the Designated Officer(s), children's social care and / or the police before discussing details with parents.

In relation to Channel referrals, RCC will consider seeking the consent of the pupil (or their parent / guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

Safety:
My own safety and the safety of my clients and the children I work with is paramount and I am committed to providing a safe environment within which to work. I carry out appropriate risk assessments and security checks prior to any assignment including of my own house and working environment when tutoring at home or delivering parent consultations at home. Any equipment used must be safe and only used for the purpose for which it is intended. Users should be adequately trained. Appropriate insurance should be up-to-date and adequate to cover such assignments.

Confidentiality:
All personal information regarding children is highly confidential and should only be shared with appropriate people on a need to know basis. Further information of how RCC stores your information can be found in my Confidentiality and Data Protection Policy.

Gifts and inducements:
From time to time as part of a reward strategy I might give a child a small treat e.g. stickers or a chocolate bar. This is always discussed in advance with parents. No other gifts or inducements should be given to a child or family that I am working with.

Communicating this policy:
A copy of this policy will be made available to all relevant bodies with whom I work and will be made available to parents and carers of children with whom I plan to work. It is also available on my website.

Implementation, monitoring and review of this policy:
Rachel Clark Consulting has responsibility for implementing and monitoring this policy, which will be reviewed on a regular basis following its implementation (at least annually) and additionally whenever there are relevant changes in legislation or to my working practices.

This policy has been drawn up with guidance from The SchoolBus and the NSPCC (https://learning.nspcc.org.uk/safeguarding-child-protection/tutors).

Any queries or comments about this policy should be addressed to Rachel Clark at rachel@rachelclarkconsulting.com

September 2025
Policy to be reviewed no later than September 2026

Safeguarding Flow Chart

1.

Ask - why are you concerned? For example:

- A direct disclosure has been made
- Child's appearance
- Behaviour change
- Witnessed concerning behaviour

2.

Ideally immediately record your concern on the form that is used within the school/ institution that you are working in. If working with a child not in school (e.g. in own home or child's home) record your concerns as soon as possible by whatever means necessary. Clarify concerns if necessary.

DO NOT ASK LEADING QUESTIONS (TED: Tell, Explain, Describe)

- Reassure the child
- Write down everything the child has said immediately after the conversation has ended.
- Use the child's own words
- Sign and date your records
- Seek support for yourself if required
- Follow up in person

REMEMBER - it is vitally important that you are conversant with the exact policies and procedures of any school in which you are working, as their DSL will be the key point of contact when safeguarding their own children.

3.

Rachel Clark Consulting makes a decision about next steps. This might be referring to the school DSL or it might be informing the LADO, LA DSO or Social Care. This might also include informing the police. Where I am sure it will not cause further harm to a child, parents/carers will always be informed as well.

4.

Where appropriate, the child's circumstances will be kept under review by RCC to ensure the child's continued safety.